IMPACT OF PERFORMANCE IN CONTINUOUS ASSESSMENT AND EXAMINATION ON OVERALL ACADEMIC ACHIEVEMENT OF UNDERGRADUATES IN GOVERNMENT DOCUMENTS COURSE IN A NIGERIAN LIBRARY SCHOOL

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ABSTRACT

The study investigated the impact of the performance in continuous assessment and examination on the academic achievement of undergraduates in Government documents course. Three research questions guided the study. Population consisted of undergraduates in the Department of Library and Information Technology, Federal University of Technology, Minna. Documentary sources of quiz, test, assignment and marked examination scripts were used for the study. Analysis of data was by tabulation, frequency and percentages. Results showed positive impact of continuous assessment and examination on the overall academic achievement of undergraduates in the course. Recommendations were proffered.

KEYWORDS: Continuous Assessment, Examination, Performance, Academic Achievement, Government Documents Course, Federal University of Technology, Minna, Library School

INTRODUCTION

The effectiveness of any organisation can only be determined by periodical review of its activities or assessment of the performance of the work force. The quality of library services offered can be determined by human and materials resources available and the degree of utilization. In the educational sector (for example), the academic performance of students is determined by students ability (Usman, 2007); teachers' intelligence, personality, attitude and above all teachers' methods of teaching (Babatunde, 2012).

The Department of Library and Information Technology in   Federal University of Technology, Minna was established in the year 2001 and commenced the 5-year undergraduate programme in 2001/2002 session The Department of Library and Information Technology was the first library school established in North-Central geo-political zone of Nigeria (Saka & Ahmed, 2014).

The programme of LIT in FUT Minna was finally approved by the NUC on the 12th September, 2001 as the Department of Library and Information Technology (LIT) and commenced its academic activities in 2001/2002 session. After eight (8) years of the programme under School of Science and Science Education (SSSE); in 2010/2011 session, the department was moved to School of Information and Communication Technology (SICT) comprising the departments of LIT, Computer Science, Computer Engineering, Cyber Security Science and Telecommunication Technology. Towards the end of 2011/2012 session, the department was moved to a newly-established School of Technology Education (STE) comprising of the departments of Industrial and Technology Education, Science Education and LIT.

The department of LIT, runs five (5) years undergraduate programme for UME candidates as well as three (3) and four (4) years undergraduate programme for direct entry candidates with HND and OND (Library and Information Science) respectively. Like any other department in FUT, Minna, undergraduate students are required to offer 100 level courses in Mathematics/Statistics, Computer Science, Science Education, ITE and Geography. Some of the 200 level courses in the above listed departments are also offered by the undergraduates of LIT department. As part of the graduation requirements, LIT undergraduate students are required to satisfy the departmental core and elective courses.

Government Documents as one of the departmental elective courses, is a 200 level 3 units course with scope covering: Nature/forms, use of government documents, bibliographic control, three-tiers, international organizations and their bibliographic control (Academic Brief, 2012).

From literature search, there is no empirical study on students' performance in Government documents course in Library Schools both in Nigeria and aboard. The purpose of this study is to examine the impact of continuous assessment and Examination on the overall academic achievement of undergraduate students in Government documents course in F. U. T, Minna. The study attempt to investigate the students' performances in various Continuous Assessments (quiz, assignments, tests) in the second semester examination of 2012/2013 academic session.

LITERATURE REVIEW

In a study of the effect of teaching the use of Library General Studies course in Benue State University, Amaakaven (2004) revealed that all the 2,400 students sampled passed the course. The distribution of students showed that 80 (3.33%) scored A grade, while 400 (16.67%) scored B and 600 (25%) scored C grade. Data showed 540 (22.50%) of the students scored D grade and highest number of sampled students 780 (32.50%) scored E grade. The assumption of the researcher was that with overall performance of 2,400 sampled, students should be able to use library independently with efficiency. Thus, contrary to this assumption, 420 (17.50%) of the sampled students rely on library staff to identify, locate and retrieve library materials.

The human resources are directly involved in the performance and production of resources in Nigerian industry. In the assessment of the performance of steel plants in Nigeria Kareem (2005) reported that in the year 1985, the performance of the industry was 17.2% being the highest capacity utilization and this was regarded as being very poor and below expectation.

Usman (2007) investigated the relationship between students' performance in practical activities and their academic achievement in SSS Biology using NISTEP mode of teaching in Sabon Gari LGEA of Kaduna state. One-short case correlation design was used with a group of 50 students randomly selected from a co-educational school. Biology Achievement Test (BAT) from WAEC 2002 and 2005 and Test of Biology Practical Skills (TOBPS). PPMC was used to test the null hypothesis, significant relationship between students' performance in practical activity and their academic achievement in Biology using NISTEP method of teaching. However, the academic achievement of students is accounted for by their ability or performance in practical activities.

Saka (2010) used documentary sources of continuous assessment test, marked examination scripts and overall results to appraise the academic performance of 400 level students in Records management course for 2007/2008 academic session, Federal University of Technology, Minna. Simple descriptive statistics was used to analyze the data. In the area of continuous assessment, 21 students score between 25 and 29 marks, 66 students scored between 20 and 24 marks while 44

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students scored between 15 and 19 marks. Data showed mark score of between 10 and 14 for 17 students while three (3) students score between zero and 4 marks. None of the students scored between 35 and 40, 30 and 35 as well as 5 and 9 marks respectively. In the performance of students in an examination 46 – 50%) being the highest score was noticed with only one (1) student while lowest score was discovered from one student scoring between 1 – 5 marks. The overall performance in the course showed that 62 (41%) students obtained "C" grade while 02 (01) students obtained "A" grade. It was discovered that 9(6%) failed the course denoted with "F" grade.

METHODOLOGY

Documentary sources mainly continuous assessment records (test, quiz and assignments), examination scripts and the examination results of second semester 2012/2013 academic session were used in conducting the study. The target population of 39 students that did C/A and sat for 2012/2013 examination in Government Document was used for the study. Data were generated from these documentary sources. Simple tabulation was used to calculate various C/A, while frequency tables and percentages were used to analyze data generated from C/A records and marked examination scripts respectively.

Data Analysis, Interpretation and Discussion of Results

Research Question 1: What is the performance of undergraduates in continuous assessment?

Table 1: Undergraduates' Academic Performance in Continuous Assessment

S/N of Students	Quiz (10)			Assignment (5)		Test	Total
	4	3	3	2.5	2.5	25	40
1.	2	2	1	1.5	2.5	09	18
2.	3	2	2	1.5	1.5	15	25
3.	2	1	-	2	2	10	17
4.	-	-	-	-	-	04	04
5.	3	1	2	2	2	19	29
6.	2.5	2	2	2	2.5	13	24
7.	4	2	2	1.5	2	18	30
8.	-	1	2	2	2	14	21
9.	-	2	2	1.5	2	12	20
10.	3.5	1	3	2	2	16	28
11.	1	1	1	1.5	2	16	23
12.	-	-	2	2	1.5	17	23
13.	3	-	-	1.5	2	16	23
14.	-	1.5	-	1.5	2	09	14
15.	3	-	2	-	-	17	22
16.	4	1.5	2	2	2	18	30
17.	3	1	2	-	2	15	23
18.	-	1	-	2	2.5	19	25
19.	2	1	-	2	2	15	22
20.	-	-	3	1	-	18	22
21.	2	2	1	1.5	2	16	25
22.	-	-	-	-	-	11	11
23.	3.5	1.5	2	1.5	2	15	26
24.	2	1.5	2	2	2	19	29
25.	3	1.5	-	2	2	15	24
26.	-	2	2	1.5	2	11	19
27.	3	-	2	1.5	1.5	16	24
28.	3.5	-	2	2	2.5	18	28

Table 1: Contd.,

29.	4	-	2	2	2	18	28
30.	4	1	2	2	2	19	30
31.	4	1	2	2	2	18	29
32.	2	-	-	2	1.5	12	18
33.	-	-	2	2	1.5	12	18
34.	-	-	-	-	-	12	12
35.	2.5	-	2.5	-	2	13	20
36.	2	-	2	-	1	12	17
37.	4	1	2	2	2	13	24
38.	2	2	2	2	2.5	16	27
39.	1	2.5	2	2.5	2	10	20

Source: Continuous Assessment Records 2012/2013

The total mark for continuous assessment was 40%. The course lecturer distributed the C/A into 10% for quiz, 5% for take-home assignment and 25% for test. Three different quizzes were given to students thus they are usually conducted at the beginning, middle and at the end of lectures respectively. Good performance was discovered with the highest score from students with serial number 10 with 32 score marks. Next to this was student with serial numbers 7 and 16 each scoring 30 marks. Very close to these were students with serial numbers 5, 8, 24, 31, 28 and 29 with C/A score of 29 and 28 respectively.

Poor performance in continuous assessment was discovered from students with serial numbers 4, 14, 22, 34 with C/A scores of 4, 11, 14 and 12 as their performances in C/A were not only low/poor but also they missed between two and three quiz and two assignments respectively. This translates to mean that they neither attend lectures on regular basis nor do the take-home assignment.

Research Question 2: What are the students' scores in 60% examination for 2012/2013 session?

Table 2: Students' Scores in an Examination of 60% by Rank Order

Rank Order	Mark Score	Frequency	Percentage (%)
1	47	1	2.5
2	45	2	5
3	44	2	5
4	43	2	5
5	42	1	2.5
6	41	2	5
7	40	1	2.5
8	38	3	8
9	36	2	5
10	35	2	5
11	34	2	5
12	33	1	2.5
13	32	1	2.5
14	29	3	8
15	28	1	2.5
16	27	4	11
17	23	3	8
18	22	2	5
19	21	1	2.5
20	20	2	5
21	22	01	2.5

Source: Marked Scripts 2012/2013

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Thirty nine students sat for LIT 224 examination and scored 11, 20, 21, 22, 23, 27, 28, 29, 32, 33, 34, 35, 36, 38, 40, 41, 42, 43, 44, 45 and 47 marks respectively. With the arrangement of marks by descending order, it can be noticed from the table that 47 marks (being the highest) was scored by one student, representing 2.5% of the students. This were followed by six students scoring mark range of 43 – 45 with two students scoring each of 45, 44 and 43 marks respectively. Each of these scores was represented by 5% of 39 students respectively. Higher scores discovered could be the students that excellently answer the three questions in the examination. Very wide gap was noticed with student having the lowest score (11 marks) and two students with 20 marks when compared with the range of scores in the table.

Research Question 3: What is the effect of the performance in continuous assessment and examination on the overall academic achievement of students in Government Documents for the 2012/2013 academic session?

Table 3: Overall Academic Achievement of Undergraduate Students in
Government Documents for 2012/2013 Session

Grade	No. of Students	Percentage (%)
A	05	13
B	12	30
C	11	28
D	03	08
E	05	13
F	03	08
Total	**39**	**100**

Source: LIT 224 Results 2012/2013

Out of 39 students that registered, did C/As and sat for examination, data on the table revealed that 12(30%) of students scored "B" grade and this was followed by 11 (28%) of students with "C" grade. Very interesting with the data was the number of students with "A" and "E" grades respectively were the score i.e. 5(13%) each for students with A and E grades respectively.

It was discovered that each of 3(8%) students scored "D" and "F" grades respectively. Students with D grade could be those with lowest C/A scores while those students that failed (F grade) could be those that missed C/A quiz. See Table 1 serial numbers 12, 14, 22 and 34 respectively. Generally speaking, it is expected that continuous and examination should make students to pass a course. High scores in C/A and examination will enable students to pass and the reverse will lead students to fail a course.

DISCUSSIONS OF RESULTS

Research question one which sought to find out the students' academic performance continuous assessment. The study found the higher score among students with 30 and 32, 28 and 29 marks respectively while more of the students scored above 32. On the other hand, the poor academic performance was noticed from four students scoring 4, 11, 12 and 14 marks respectively. This findings agrees with part of the report submitted by Saka (2010). The researcher found that none of the students score between 35 and 40, 30 and 35 as well as 5 and 9 marks respectively. On the low academic performance of four students as reported in the present study, Saka (2010) reported three students scoring between zero and four marks while two students scoring between 1 and 5 and 6 and 10 marks respectively.

Research question two sought to find out students' score in a semester examination of 60% in a ranked order. The study found one student with score of 47 marks and lowest of score of 20 marks by twp students. This agreed with the

study findings of Saka (2010) who found a student's academic performance in an examination with the range of 46 – 50% and two students scoring the low scores of between 6 – 10 and 1 – 5 marks respectively.

Research question three sought to investigate the overall performance of undergraduate students in the Government Document course. The result showed that out of 39 students that sat for C/A and examination in LIT 224, 36 students passed while 3 students failed. These findings disagree with those of Amaakaven (2004) and Kareem (2005). Amaakaven (2004) discovered that all the 2,400 students that took the Use of Library General Studies course passed with A, B, C, D and E grades without failing. Kareem (2005) reported that in 1985 there was poor performance of steel industry.

SUMMARY OF FINDINGS

Majority of students perform well in both continuous assessment and examination with few performing below expectation. The study also revealed that students' overall performance in the course was encouraging as very few of them failed the course respectively. There is high academic achievement on the part of students.

CONCLUSIONS

The study have proof that using various techniques for continuous assessment would go a long way in aiding to students' performance and achievement in the semester examination in Government Documents course. This has shown that no single technique or assessment make students to obtain high score in the overall assessment.

RECOMMENDATIONS

On the basis of this, the study recommends that

- Lecturers are expected to create several devices/techniques as continuous assessment so that student(s) who perform low in one technique may perform high in the other technique.

- Setting of examination questions should not only be at moderate level but should be clearly stated, while unambiguous words should be avoided.

- Where we have too many students with 70% and above, moderation should be employed i.e reducing 5 or 10 marks from each student's C/A. On the other hand, where a lecturer discovered many students with "E" and "F" grades, there should be upward moderation of C/A i.e adding 5 or 10 marks across the board for the affected students.

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